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1920

# THE WINONA NORMAL SCHOOL BULLETIN

STUDENTS' VOCATION NUMBER



ENTRANCE TO MAIN BUILDING  
*Our latch string is always out to worthy young men and women.*

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## FOREWORD

### Not "Highbrow" Style

This "students' vocation number" of the bulletin represents in style of composition a breaking away from that usually found in our quarterlies, tho occasionally we have attempted it as we did in the February, 1919, bulletin under the caption, "High School Graduates—What Next?", an article which was often quoted in newspapers. Moreover, a critic informed us that our articles were usually "too highbrow" for the readers we most desired to reach, namely, high school students and graduates. This bulletin is earnestly and patriotically devoted to the urgent business of securing teachers to supply the schools of the state in the present crisis.—THE EDITORS.

# The Winona Normal School Bulletin Winona, Minnesota

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Series XVI

FEBRUARY, 1920

Numbers 1 and 2

## CHOOSING A VOCATION

By ROBERT R. REED, English

Come, sit down. Let's talk it over. You are wondering what you are to do when the high school graduates you, surrounded by your friends, with a golden motto above your head, and a ribbon-tied diploma in your hand. You are at least better than the average boy or girl. Everybody expects you to do something big in the world. And they have a right to. Figure it all out,—time, food, and clothing. It cost a fine sight of silver to put you thru the high school, didn't it? There must be returns on that money.

Then, there's your health, too, your fine, manly or womanly body, clean and strong-fibered from hiking, skating, dancing, and playing baseball, basket ball, and tennis. And there's your "peppy" spirit of young America, the same spirit that dug the Panama Canal and nipped off the St. Mihiel salient in—what was it,—thirty hours? Why shouldn't the world expect you to set things spinning!

And there's your education, consisting of twelve years of formal training. How has that increased your chance in the world? Here are the facts from the editor of "Who's Who in America."

**Your Chance** of attaining distinction is, with no schooling, one in 150,000,

With elementary education, 4 times as many,

With high school education, 87 times as many,

With college education, 800 times as many.

Seventy per cent of the names in "Who's Who" are those of college men.

Or, look at these figures. With no schooling, of 5,000,000, only 31 attained distinction,

With elementary schooling, of 33,000,000, 808 attained distinction,

With high school education, of 2,000,000, 1245 attained distinction.

With college education, of 1,000,000, 5768 attained distinction.

**What is the Money Value of Your Education?** I'll tell you that, too. The government gives you the facts. From actual cases it shows that the average student of 25 years of age who remained in school until 18 received a total of \$2,000 more salary than the youth who left at 14 years of age. At 25 the better educated person received \$900 a year more pay.

Wages have increased since the investigation was made, but at that time the boy who left school at 14 years received, on the average, \$4.00 a week, this amount increasing to \$7.00 at 18 years. At 20 years of age the wages were \$9.50 a week for the student who left school at 14, and \$15.00 for the one who left at 18. At 25 years of age they received \$12.75 and \$31.00 respectively. Their total wages were, up to that time, \$5,112.50 and \$7,337.50 respectively, a difference of nearly 50%. Your high school training will return you, according to the government report, \$9.02 for every day of attendance.

**But What Am I To Do?** you ask. A pointed question it is. But you'll have to help answer it. You remember that baseball game when you played the "Home-Run Alley Team," and you played "short stop," and Jimmy was "pitcher," and "Fat" was "catcher" just because the positions demanded your special talents? Well, choosing a vocation is just like that.

There are two main points. One is, What qualities does the position demand of the worker? The second is, What qualities do you possess? Do your qualities match the demands of that particular position? Study your personal characteristics to find your weak and strong points. Study professions and businesses. There are dozens of them and thousands of different kinds of positions. Then, find out the conditions under which you must work in each, the demands for the work, the salaries or incomes attached, the chance to advance, the kind of people you will associate with, the chance to take professional training while at work, the nearness of business and night schools, and such influences for growth. Many business houses to-day provide schools for the benefit of the employees. An illustration is the John Wanamaker Commercial Institute in Philadelphia. Labor unions propose to educate their members. Education and expert training are needed as never before.

**The Vocation of Teaching** will make a capital illustration. Consider, for instance, some of the points just referred to: the de-

mand for teachers, the opportunities for advancement, the salaries, the outlook, and the qualities required to succeed.

**The Demand for Teachers.** The urgent patriotic call for trained minds during the war and at present in the great industries, has seriously depleted the teaching force in America. Teachers' trained minds can readily adapt themselves to new kinds of effort, a fact which makes teaching a stepping stone to other desirable lines of work. The result is a national crisis because there are not enough teachers to run the schools. You know what that means in a country where people rule by the ballot. Intelligence must be behind every vote. Yes, you understand that. It is one of the lessons of the war—700,000 illiterate men in the draft, 5,000,000 illiterate people in the nation!

Let's see a few more figures; they talk briefly and to the point. There is in Minnesota to-day a shortage of 2,197 qualified teachers, which is 11.5% of the total teaching force. There is in the nation a shortage of 100,000 teachers. The normal schools of the nation show a decrease in four years of 20% in attendance and of 30% in the graduating classes. These figures do not take account of the ever increasing demand for more teachers.

From January to midsummer there were about 700 requests for teachers received at the office of the Winona State Normal School. To supply these requests the school graduated 143 teachers. Hence, you note that each graduate had a direct choice of about four positions. The teacher shortage is much greater to-day and will continue for at least two years more. You will have "easy picking" when you are ready to teach.

**Then Salaries Must be Going Up?** you ask. Certainly, salaries have gone up rapidly in the past few months. Many of the graduates of last June have received increases since they signed their contracts, which called, on the average, for over \$85.00 a month for women. The men graduates in 1919 accepted salaries ranging from \$100.00 to \$166.00 a month. Laws are rapidly being passed fixing teachers' minimum salaries at from \$1,000 to \$1,200. Women graduates this spring will receive from \$100 to \$150 a month.

**"Blind Alley" or Chance to Advance?** Before you decide on a vocation you ought to ask, "What will my future be if I take that position or enter that profession?" There are positions that are "blind alleys," or "dead-ends." They do not lead to anything "higher up." You soon reach top place. But teaching is never a

blind alley. There is always room at the top. As a teacher, there are several classes of positions you might choose from, namely,

1. Teaching positions
2. Supervisory positions
3. Administrative positions

You may rise to a high position as a teacher. Or, you may find your abilities lie in supervising others' teaching. Such a place gives many people a wider range and the authority they covet. The remuneration may run high. Many women teachers, as well as men, are good administrators. There are positions as heads of high schools, deans of women, presidents of colleges, and many similar lines of administrative effort. The salaries vary with the place and nature of work from \$1,000 to \$18,000 paid the superintendent of the Chicago schools and to the new president of Michigan University.

**Am I Cut Out to Teach?** is your next query. I can't be dead sure of that. After knowing the main points about teaching you can tell whether you are interested. You know some good teachers, don't you? They may inspire you by their example. Teachers are real people who are afire with the desire to live hearty, happy, useful lives. The best of them have qualities such as these: industry, honesty, humor, clearness and directness in demands, justice, firmness, ability to hold interest, desire to impart knowledge, good voice, and personality. If you can match your qualities with most of these there is nothing in sight to keep you from succeeding as a teacher, supervisor, or superintendent.

**The Children are Calling for Teachers.** Will you hear them? What Maria Sanford recently said so inspiringly of this school is true of all similar schools in the state: "Education will solve the world's problem of unrest and troubles. The new year will be one of constructive progress because teachers everywhere are training the minds and the hearts to think and beat right. Let me say to you that the Winona Normal School is one of the institutions that has been a blessing. Thousands of teachers have gone out from there and to-day are carrying their message of loyalty to the residents of the nation who need their righteous advice. This school's contribution to the great foundations of this nation has been large."

From the voices of all these graduates I seem to hear the words:

**I teach to preserve my independence, to earn a living wage and lay up store for some future need, both by my own**

thrift and by the benefit of the State Retirement Fund. I teach because teaching gives me the largest intellectual and spiritual freedom and growth, large circle of friends among eager young men and women who look to me for guidance, and opens the way for me to associate with men and women whose mental and spiritual comradeship I love. I am a teacher because teaching gives me the most far-reaching sphere of influence. I teach because I hear the call of little children; striving, hopeful youth; and upward looking men and women. I teach because I hear my country call me to keep alive the spirit which animates her living documents, and to instil in the hearts and minds of all her people the love and intelligence that alone can preserve her a nation in the world.

Wouldn't you be proud to be among those who are serving so well?

Our latch string is out to you.

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## A TALK TO YOUNG MEN

By ARTHUR T. FRENCH, Mathematics

You are graduating at a wonderful time in the world's history. Never before has the country needed young men any more than she needs them now. But she demands that each one be well trained in order that he may give her the best that is in him. Are you planning to meet this demand? If so, many of you feel that you ought to receive more education.

Perhaps you want to teach. There is a fine chance for men in this profession. The country is tardily recognizing the need of having competently trained men in our school system and she is beginning to pay well for this training. Indeed, for the first few years at least, she is paying a wage that can be equalled in few other lines.

But perhaps you may say, "I do not want to teach as I am not fitted for it, but I would like to go to college or go to a professional school." In either case, do you know that the Winona State Normal School has a fine body of young men? Some of them are training for the teaching profession, others are taking college subjects in the junior college department and after two years they will enter universities with two full years of credit.

They have had their instruction under competent instructors in small classes where they have received much special attention and they feel well fitted to continue their work. They have played football, basket ball and baseball; they have had a wonderfully happy two years in the Men's Club and they have especially enjoyed the social side of the school life which plays such an important part there. Best of all, they have done this at an expense which is a happy surprise to them. Board and lodging are furnished at cost, text books are free, tuition is free to all those who are to teach in the state and is a very nominal fee to others. Opportunity to work is furnished those who wish it. **Can you do better than to enrol yourself at once for the next school year?**

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## WHY I CHOSE TEACHING AS A PROFESSION FOR MEN

By ARTHUR W. STRAND, Junior Class

There are several good reasons for my choice of teaching as a profession. One of the big reasons is that the field for teaching is rapidly becoming broader. There is no limit in the field; the more one knows the greater is the demand for him. In the United States to-day there exists a shortage of one hundred thousand teachers. The men who prepare now and get their experience soon are those who will hold the best positions when the supply of teachers is not so limited. Therefore, now is the time to get experience and training.

My second reason for preparing myself for the teaching profession is that it gives me a fund of general knowledge. If I should not like the profession, it is not difficult to change to another. Everything that we do and nearly everything that we teach in our public schools has a practical value in the life of every person. Teaching gives the mind a wider scope than almost any other profession. A teacher comes in contact with so many different classes and types of people that he can not keep from gaining a greater insight than people who do not teach. The opportunities that are offered school teachers and those that are given men who have been teachers are great enough to induce any young man to consider it deeply in preparing to engage in his life work.

## THE COLLEGE COURSE AS I FOUND IT

By JEAN TAWNEY, Junior College Department

After five months of work in the college course I can sincerely say that it is everything it is claimed to be. If I had the choice of either going away to a large college, or of going to a small school and taking the college work, I would take the college work in a small school. I shall tell you of the course as I have found it.

During the fall term I took literature, psychology, English composition, and college algebra. After the first few weeks, I learned from friends who had recently gone to universities, that they were taking the same subjects as I was, with others added; but, at the same time, they were earning only sixteen hours credit a week, as I was. I said to myself, "Gee, I'm lucky." Instead of reciting two or three times a week in five or six subjects, I recite four times a week in only four subjects. This concentration of work was a great help to me in every way.

Another thing that helped me, perhaps more than anything else, was the close relation that I had with my instructors. The classes I found to be small, and my instructors were as much interested in my progress as in the next fellow's. I was one out of a few instead of one out of a few thousands. Had it been my misfortune to take my freshman year in a big school, I would probably have had to hurry into my coat and hat, dash madly several blocks to my next class, without seeing the professor I had just left, until a day or two later. After a few weeks I might possibly have begun to recognize my instructors by sight, or I might have gained enough courage to mumble a frigid salutation to them as I passed them on the campus. Except in a few instances, the teachers and students in the large colleges have a misty curtain drawn between them. Especially is it true of freshmen and sophomores; more so of the freshman. These conditions are different at Winona. Teachers and students are constantly mingling in the corridors, after the chapel period, and at school parties. Once a week an hour is set aside in each class for personal consultation between student and teacher. This consultation gives each of them a chance to learn more of the other. The teacher begins to understand each student, and then proceeds to treat him as an individual. For further illustration of this relation, read the account in the Christmas "Pow-Wow" of the Faculty vs. Students volley ball games.

Boys, whether they are star athletes or not, are able to con-

tinue in their athletics after leaving high school if they take the college course at Winona Normal. Here the first team men in any sport are not the upper classmen, or the "big mooses"; they are the ordinary students, the "common herd," so to speak. They are all of nearly equal athletic ability, having no record of "two or three years on the Varsity." Athletics here is encouraged and maintained for all.

In taking up the college work here, one automatically enters into the school life. The students and faculty are one "big family." Dancing parties are given every week end. The school paper affords opportunities to practice writing ability. The Dramatic Club, Men's Glee Club, Men's Octette, and many other organizations, extend invitations for membership to all students. And out of these close relations, this concentrated work, and democratic social life, comes the greatest thing that I have found at the Normal, namely, the spirit of sportsmanship and comradeship. It is the best place I know of to take up the first two years of college work.

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## THE CHILDREN ARE CALLING YOU

By FLORENCE L. RICHARDS, Dean of Women

### GIRLS OF THE HIGH SCHOOL:

Isn't it a "grand and glorious feeling" that the public expects the high school girl-graduate to become a self-supporting citizen of influence, just as much as it expects the boy-graduate to account well in the future for himself? You girls, of course, want some day to grace your own homes, and, in the meanwhile, to grow better fitted for that future homemaking. Of all the professions, which one will help most?—**Teaching.**

Moreover, every girl before marrying wants the assurance for her own peace of mind, that, in case of necessity, she can become the financial support. You know it's no longer a debatable question whether you can do it as well as your brothers. The idea of a future filled with poverty because accident cuts off a husband's income, doesn't appeal to you athletic high school girls of "pep." You have too much American spirit in your souls! Every one of you, with head up and face lighted with courage, would step into the harness and laugh poverty to scorn! You need a profession on which you can fall back financially if dark days come; one in which

you can always find opportunities for your services because the demand will constantly be greater than the supply; one which to you will be like a first-class life insurance. What profession not only trains the future home-maker, but also assures her of financial opportunities,—if need be?—**Teaching.**

You girls also want to do things that count, that show results big! Uncle Sam is right now pointing at **you**, and most earnestly saying, "Young women, the bandages you made during the war bound the wounds of our men in battle, but the nation itself is now bearing wounds which only your daily service as a teacher can bind; and unless you help, the days for our country are dark indeed."

Oh girls, can't you hear the voices of little children calling you to the school room? Can't you see them lifting their little faces for the instruction which you should give them? Can't you see that if the foreign man and woman are to be taught American loyalty, and our country redeemed, it will be thru what their children learn because of your energetic, enthusiastic work in our schools?

Our home economic courses of cooking, sewing, nursing, budget-making; our courses in music, and art; our courses in appreciation of literature; our kindergarten courses will make your future home a Home indeed. Fitting financial returns for teaching the public, are already assured us, and a normal school diploma will be a veritable safeguard for the future. But just now, girls, Uncle Sam awaits your decision, and the children are calling,—calling,—calling.

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## A CALL TO TEACH

By ROBERTA COOPER, Senior Class

Girls, have you been thinking about your future? If not, it is time to begin. Are you going to be one of these spineless, professionless people who stay at home and live on mother and dad? Or are you going to be a real, live, independent American girl? Don't think just because your parents brought you into the world they owe you a living the rest of your lives. Something may happen to prevent their being able to support you. It's up to you to plan in good time to be self-supporting.

No doubt you want to take up work that will bring in plenty of greenbacks. We Americans do love the cash. And tho the "Get-Rich-Quick Wallingford" stories were not written about teachers, the law of supply and demand will insure teachers good wages.

But the money isn't all you're going to consider. You want work in which there is a chance for development, for inspiration. Are you not glad you have an education? Then why not help other children to enjoy the same privilege? Can you not pick out one or two of your teachers whose influence has made you a better and broader young woman? You can be the same kind of influence for some other boys and girls. Can you imagine a more inspiring work?

I need not tell you that we have to work here at the normal school. It takes work to earn a thing so valuable as a normal school diploma. But I, and all my friends, enjoy this work.

Then, believe me, we have a lot of good times, too. Scarcely a week-end goes by without a big social event of some delightful kind. We have recently enjoyed several big school parties for which a first-rate orchestra played, the halls were beautifully decorated, and delicious refreshments were served. And everybody has a good time. The young women and men all come, and nobody is left out because she or he hasn't a new dress or a new suit. Every one is accepted at his worth here for this is a truly democratic school. Besides the more elaborate parties, we have Friday afternoon "sunshine parties" in the gymnasium where we have piano music. Sometimes we have extra parties after the games when boys from other schools are entertained by this school.

Then, too, everybody enjoys the concerts, the faculty "talks" at chapel, the motion pictures, the Dramatic Club plays, the "Y. W." activities, the Country Life Club parties and worth-while meetings, and all the other clubs and interesting events that make our school life "full to the brim." All these things,—the studies, the athletics, the social good times, the entertainments, and club activities make us all think that the time spent here is the most profitable and enjoyable of our youth.

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## NEWS ARTICLES

### Junior College Department

In harmony with the new and rapidly growing movement in higher education, the Winona Normal School maintains a Junior College Department. That is, it offers the first two years of college studies. The equipment, faculty, and instruction of the department are approved by the University, which also accepts the credits earned in hour-for-hour transfer to its own books. These credits cover the first two years of the liberal arts college, or pre-medic,

pre-law, and pre-engineer work, as may be arranged for when the student enrolls in the normal school, thirty hours per year.

The present program for junior college students is as follows:

| FRESHMEN         | Credit Hours | SOPHOMORE           | Credit Hours |
|------------------|--------------|---------------------|--------------|
| English.....     | 9            | English.....        | 6            |
| French.....      | 9            | French.....         | 9            |
| History.....     | 6            | Education.....      | 6            |
| Mathematics..... | 9            | Science.....        | 6            |
| Science.....     | 6            | Social Science..... | 9            |

Since this college work is available at Winona in smaller classes, by helpful and effective methods of instruction, and at much lower cost to the student than at the University, it has proved very attractive to students. The beginning class now numbers thirty, nearly all young men, and it is expected that the number will be doubled next year.

## The Success of the New Physical Education and Hygiene Courses

In June of 1919, at the request of the United States Interdepartmental Social Hygiene Board, the Winona Normal School organized for the purpose of doing more effective work in hygiene, and especially in social hygiene. In recognition of certain agreements on the part of the school, this government board set aside for our use a sum of money for the payment of one-half the expenses of the work, the school paying the remainder.

Courses in General Hygiene, Group Hygiene, and Inter-Group Hygiene have been organized and are in progress, and a school physician, resident at Morey Hall, has been secured to look after student health. Dr. Sara A. Nimocks who fills this important position has proved her worth, and also the fact that the school hereafter can not afford to be without a resident physician when one can be secured.

Three teachers give most of their time to the new work and Dr. Nimocks gives all her time. These combined efforts will further insure that Winona will be favorably known wherever her graduates find their opportunity to serve.

## Lectures and Concerts

One of the features of our school life, which is much enjoyed by both faculty and students, is the series of concerts and lectures offered each year.

Winona is very fortunately situated on the main line between Chicago and the Twin Cities. Hence it is frequently possible to persuade an unusual lecturer, or a very good concert company, to stop off on their way and entertain us for an evening. In this way we often get talent which a city of this size can not usually afford.

The Fisk Jubilee Singers from Fisk University, Nashville, Tenn., entertained us in October with characteristic songs. A series of unusually fine concerts is to be given in February and March. The first one is by the Zoellner String Quartette; the second, by a trio from the Minneapolis Symphony Orchestra, consisting of harp, violin and 'cello; and the third, by Miss Harriet McConnell, a contralto from Minneapolis who has delighted symphony audiences there. In October, we had Dr. E. A. Ress of Madison and Dr. J. Paul Goode of Chicago, both known and appreciated thruout the country.

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## Chapel Talks

At Monday morning chapel hour the time-honored custom of having talks by the members of the faculty is profitably continued under the new program which opens school at 8:30 o'clock. Besides frequent significant readings and remarks by President Maxwell, there have been talks by Dr. Dickerson on "The Coal Strikes"; Mr. Holzinger on "The American Barberry"; Miss Slifer on "A Well Remembered Voice," a play by Barrie; Miss Collins on "Friendship" in connection with "Friendship Day"; Mr. Lowry on "Educational Measurements"; Mr. Stalcup on "The Peace Treaty"; Mr. Gaylord on "Improvements in American Speech"; Miss Richards on "Reading the Psalms"; Mr. Reed on "The Value of Humor"; Miss Sutherland on "Beginnings"; and Mr. French on "Weights and Measures."

In the immediate future Miss Gildemeister will speak on the subject, "Entertainment of One's Self", and Mrs. Chorpensing will discuss "The Indoor Mind".

The Ford Weekly motion pictures are shown regularly.

## WINONA PARTICIPATES IN COLLEGE ATHLETICS

### Football

The 1919 football season will be remembered as the year in which the Winona State Normal School played teams of a collegiate caliber. The ten-game schedule included five trips out of the city to meet the elevens of Luther and Gustavus Adolphus colleges, Shattuck Military School, and the St. Cloud and Eau Claire normal schools.

For home games and for practice the new athletic field within three blocks of the campus proved to be a great satisfaction to the spectators and the players. The squad of twenty-four men was well equipped with football togs. Since nearly all of this material was purchased new this year, much of it will be on hand next season to equip the unusually large squad that is expected to grapple for places on the team.

At the close of the season fifteen of the gridiron warriors were awarded monograms and three of the reserves were presented with numerals. In view of the fact that eight of last year's letter men will be in school again next fall the prospects seem bright for a winning team. The annual football banquet revealed the rousing spirit that will inspire captain-elect Wilkins and his men on their return next September.

### Basket Ball

The following basket ball schedule indicates that some stiff battles are in store for the defenders of the purple and white.

January 10, Cotter at Winona, C 14-W 25.

January 16, Winona Y. M. C. A., W 35-Y 21.

January 23, Wabasha at Winona, Wa. 9-Wi. 10.

January 23, Rushford at Winona, R 7-W 41.

January 30, La Crosse Normal 2nds at Winona, L 23-W 15.

February 4, Caledonia Independents at Caledonia, W 30-C 13.

February 5, Harmony Legion at Harmony, H 23-W 17.

February 6, Harmony High at Harmony.

February 14, St. Mary's College at Winona.

February 18, Moorhead State Normal at Winona.

February 20, St. Cloud State Normal at St. Cloud.

February 25, Mankato Commercial College at Winona.

February 27, Champion College at Prairie du Chien, Wis.

March 6, St. Cloud State Normal at Winona.

## GOOD TIMES

Since early September the social calendar has been filled with beautifully appointed parties which were enjoyed by the whole school. Besides these there were many lesser affairs which were no less delightful. One of the initial social gatherings was the reception at Morey Hall, followed by dancing and refreshments, served in the west veranda. A most appreciated series of attentions were those given to the young men and women of the school by the various churches of Winona. The annual football party in the new gymnasium was the culminating event of the autumn.

Nor were men of the Club idle. They entertained at a reception at their home, receiving, and serving refreshments to the faculty, the juniors, and the seniors in turn.

The annual Junior party to the school was in elaborateness of detail and decorations the most brilliant so far on the calendar.

An event of the winter term will be a banquet in honor of Dr. Dickerson who will leave March 1, to assume his duties as president of the normal school at Moorhead, Minnesota.

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## THE SUMMER TERM

June 14 to July 23, 1920

(Fall term opens September 7)

**The New Call to Teach.** Everybody now understands better than ever before that our elementary schools must be kept in effective operation and their standards improved. As a result, there is a greatly increased appreciation of the teachers' work on the part of the public. Salaries have already responded but are sure to go much higher. The unprecedented and growing scarcity of teachers in Minnesota must be overcome by a greatly increased attendance in all our teacher training institutions.

**General Plan.** Provision is made in the summer term program at Winona for those who desire (1) professional and academic work for teachers' certificates, (2) normal school diplomas, or (3) advanced preparation for more responsible positions in departmental work, principalships, normal training classes, or junior high schools. Students may enter the school for the first time and, if they desire, pursue their work regularly until graduation.

**Requirements for Admission.** With good health, good character, and general fitness for teaching, students are further expected to present high school or similar records covering all work completed; or a state teacher's certificate; or to pass the entrance tests. All records or other evidences of preparation for entrance must be presented on or before the opening day.

**Credits Will Apply** toward the normal school diploma, or for transfer to other institutions, or for entrance upon state certificates in lieu of teachers' examinations. For transfer to the teacher's certificate the record must be final, i. e., represent the completion of the subject, as given in the normal school. Academic credits for a certificate may be earned in one summer term by any student in civics, geography, physical geography, physiology, or reading. High school graduates may secure final credit in arithmetic, composition, grammar, or history in one summer, and, if they have already pursued the subject, in algebra, geometry, or physics; non-graduates must pursue any one of these seven subjects for two summer terms to secure a final record. Algebra must precede geometry; and geometry, physics.

High school standings in certificate subjects, other than the common branches, presented by the students who have pursued at least twelve weeks of normal school work with a grade of "C," (83%), are certified for transfer without examination to first and second class certificates.

A student may not carry more than four recitations per day or the equivalent of two normal school term units during the six weeks of the summer session.

A "term unit" requires twelve weeks of work in a subject, recitations once daily; or six weeks of work, recitations twice daily. A "credit" as defined by the Department of Education (see next paragraph) requires six weeks of work, recitations once per day.

**Professional Requirements for Certificates.** Each applicant for a first class teachers' certificate must present, in addition to the required standings in the academic subjects, evidence of twelve weeks of work in six professional or method subjects. This work is the equivalent of four normal school term units (requiring two summers). Since the four term units must be in six subjects, at least four subjects will be carried as half units and recite but once each day. The two remaining professional subjects may each be whole or half term units. Three of these "credits" may be earned in one summer term. That is, a student may carry one subject in double daily recitations and two subjects in single daily recitations. If desired, the work completed by any student will be applied by the normal school on the curriculum for the advanced diploma.

The student during the twelve weeks of required professional study must earn the six credits within the subject groups listed below, four, including reading methods and primary methods, chosen from Group II; and two, including rural school methods and administration, chosen from Group III.

#### GROUP II

Arithmetic Methods  
Composition and Language Methods  
Geography Methods  
Grammar Methods  
History Methods  
\*Primary Methods  
\*Reading Methods

\*Required

#### GROUP III

Music Methods  
Drawing Methods  
Primary Handwork (Ind. Arts.)  
Foods and Cookery  
Garment Making  
Hygiene and Sanitation Methods  
Playground Methods  
\*Rural School Methods and Administration

**The Renewal** of a first class certificate (except the first renewal of a high school normal training certificate) now requires the completion of three additional professional credits in a normal school, or one summer's work. It is suggested that two credits be from Group II and one from Group III.

**Professional Credits from Normal Schools Only.** The Department of Education announces that hereafter professional credits for common school certificates will be offered only in the state normal schools.

**Part Credit.**—In 1920 a teacher who completes three professional credits in the normal school (having already secured all academic standings) may receive a first class certificate valid for one year. Its renewal or extension will require the completion of three more professional credits.

Again, an applicant for a first class certificate who has all required credits, academic and professional, except a half certificate credit in algebra, or in geometry, or in physics, may secure a certificate valid for one year. Half the work in any one of these first class certificate subjects may be completed in one summer.

The Annual State Examinations for certificates will be held in the normal school on July 26–29, 1920.

**Training Department.** At least three rooms of children will be in session in the training department for the benefit of students who desire the privilege of observing schoolroom procedure, and for actual practice in the case of persons preparing for graduation.

**The Daily Program,** outlined on the page following, indicates in condensed form, the variety of subjects to be offered. In any case where the content of the course is not made sufficiently clear by the title, reference should be made to the description of subjects printed in the school catalog. It will be promptly mailed on request.

**Expenses.** No tuition charge is made at the normal school in case of students who pledge themselves to teach for two years in Minnesota. Others pay \$5.00 for the **summer** term. All students are also required to pay a summer term fee of one dollar, which covers the rental of textbooks, use of library, gymnasium, and equipment.

Board and rooms may be secured in approved private homes and at **Morey Hall** at the rate of \$5.00 per week. Those who apply early and make the necessary deposit of \$5.00 will be assured of rooms in the dormitory. Students should not engage rooms or board in homes not listed by the school.

**Special Features.** Provision will be made for special programs, including inspirational talks, lectures, recitals, and demonstrations for guidance and culture. There will be visits to industrial plants and other points of interest, as well as other means of social and intellectual stimulus and diversion. The Winona free public baths afford opportunity for students to learn to swim, while many other opportunities of recreation will be easily available, with gymnasium and outdoor games. The river trips, which in various ways have formerly proved so worth while, will be continued this summer.

**Registration.** The term will open on Monday morning, June 14, at 8 o'clock, registration continuing thruout the day. All students are required to enrol on the opening day unless admitted later by special prearrangement with the president.

For further information, address,

G. E. MAXWELL, President.

# Winona Summer Term Program, 1920

June 14 to July 23

| Instructor             | I—7:30 and 1:15                                   | II—8:20 and 2:05                                  | III—9:30 and 2:55                                 | IV—10:20 to 12:00                                |
|------------------------|---------------------------------------------------|---------------------------------------------------|---------------------------------------------------|--------------------------------------------------|
| Mr. Maxwell            | Office                                            | Class Rooms                                       |                                                   |                                                  |
| Mrs. Chorpennen        | Compo. I (Lang. Meth.)                            | Literature I                                      |                                                   |                                                  |
| Mr. Dillon             |                                                   |                                                   | Elementary School                                 | Playground Methods $\frac{1}{2}$ — $\frac{1}{2}$ |
| Mr. French             | Primary Methods $\frac{1}{2}$ — $\frac{1}{2}$     | Economics                                         | Jr. H. S. Mathematics                             | Arithmetic I                                     |
| Miss Howell            | Admin. and Supervision                            | School Management $\frac{1}{2}$                   |                                                   |                                                  |
| Mr. Lowry              | Hygiene and Sanitation                            | Physics I                                         |                                                   |                                                  |
| Mr. Munson             |                                                   | Morey Hall                                        |                                                   | English Grammar                                  |
| Miss Richards          | Manual Training I                                 | Industrial Arts I $\frac{1}{2}$ — $\frac{1}{2}$   |                                                   |                                                  |
| Mr. Sandt              |                                                   |                                                   | Geog. $\frac{1}{2}$ — $\frac{1}{2}$ (Pol. & Phys) | Geography 2                                      |
| Mr. Scarborough        |                                                   |                                                   | Reading and Speech                                | Public Speaking                                  |
| Miss Slifer            |                                                   |                                                   | Music I                                           | English Composition I                            |
| Miss Smith, Deborah L. |                                                   |                                                   | Rur. School Methods $\frac{1}{2}$ — $\frac{1}{2}$ | Pri. Reading Meth. $\frac{1}{2}$ — $\frac{1}{2}$ |
| Miss Smith, Cra K.     |                                                   |                                                   | Civics                                            |                                                  |
| Mr. Stalcup            | U. S. History I (Meth.)                           |                                                   |                                                   |                                                  |
| Miss Trites            | R. Sch. Mgmt. & Adm $\frac{1}{2}$ — $\frac{1}{2}$ | Rur. School Methods $\frac{1}{2}$ — $\frac{1}{2}$ |                                                   |                                                  |
| Not Assigned           | Algebra                                           |                                                   | Geometry                                          |                                                  |

$\frac{1}{2}$ — $\frac{1}{2}$  Subject may be pursued once daily for a professional credit or a half term unit on normal school diploma

Elementary School, 8:30 to 12:00

Assembly, 9:10 daily

Library, 8:00 to 5:00, Miss Grant

Critic Meetings { Lower Grades, Miss Jack  
Middle Grades, Miss Hubbard  
Upper Grades, Miss Burkholder  
1:15

Dr. Nimocks, School Physician. Office hours 9:00 to 12:00, or by appointment.



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# The Winona State Normal School



A GLIMPSE OF THE CAMPUS SHOWING THE BUILDINGS AS SEEN FROM THE EAST

Study yourselves; and most of all note well  
Wherein kind Nature meant you to excel. — Longfellow



A DELIGHTFUL EXCURSION BY STEAMBOAT TO LA CROSSE IS AN ANNUAL SUMMER EVENT

How dull it is to pause, to make an end,  
To rust unburnished, not to shine in use!  
As tho to breathe were life.—Tennyson.